

PROPOSED MINUTES

P-20 Longitudinal Data System Advisory Council
March 7, 2013, 1:30 – 4:00 p.m.
608 West Allegan Street, John A. Hannah Building, Lansing – Ottawa Conference Room 4

Council Members Present:	Amy Fugate - Community Colleges Jeffery Guilfoyle - General Public James Gullen - Public Schools Leena Mangrulkar - Public Schools Kristina Martin - Public Schools Michelle Ribant - Public Schools Laura Schartman - Higher Education Glenna Schweitzer - Higher Education
Council Members Absent:	James Dwyer - Higher Education Toni Glasscoe - Community Colleges John Summerhill - Public Schools
Ex Officio Members Present:	Glenn Gorton - DTMB Dave Judd (Joseph Martineau's alternate) - MDE Robbie Jameson - SBO Erica Luce & Rhonda Burke (Christine Quinn's alternate) - BWT
Ex Officio Members Absent:	Karen Roback - ECIC Anne Wohlfert - Treasury
CEPI Representatives:	Trina Anderson Paul Bielawski Melissa Bisson Rob Dickinson Tom Howell Mike McGroarty

- I. Welcome – Tom Howell (CEPI)**
 - The meeting was called to order at 1:37 p.m. with a welcome by Tom Howell. Since some Council turnover has occurred and alternates were present, Tom introduced himself and then the Council introduced themselves.
- II. Prior Meeting Minutes – Tom Howell**
 - An overview of the minutes from the prior meeting held on December 13, 2012 was provided:
 - **Old Business**
 - The Data Quality Campaign is committed to realizing the vision of an education system in which all stakeholders are empowered with high-quality data from early childhood, K-12, postsecondary and workforce systems to make decisions that ensure every student graduates high school prepared for success in college and the workplace. To keep track of where states are, the DQC released a summary report. Tom addressed what the DQC considers Michigan to be lacking in terms of the 10 Actions. The Council discussed the progress in working with teacher preparation

institutions and struggles involved, such as independent colleges having their own teacher prep programs.

- Melissa Bisson (CEPI) presented on the proposed meeting dates for 2013. The Council approved the proposed meeting dates.

- **Early Childhood**

- Jeremy Reuter discussed the Office of Great Start's (OGS) key considerations and goals in developing an early childhood data system.
- If these goals can be met, OGS could anticipate having the ability to monitor progress on OGS outcomes, program effectiveness and child-level data capacity. Additionally, this data system could provide a whole child perspective, support decision making that is both effective but cost efficient and help determine what happened in the first five years of learning across a P-20 continuum.
- The Council discussed what data the state already has on early childhood and funding challenges to get the early childhood data system on the ground. A recommendation was made to OGS to get legislation established and explain how the data will be used, which can help to secure funding.

- **K-12**

- Melissa Bisson recapped on what the Michigan e-Transcript Initiative's goals are: to help in the P-20 data connection from high school to postsecondary and create time and cost savings for all schools. Additionally, she discussed a challenge; some high schools are charging their students to send transcripts.
- The Council recommended that CEPI contact these schools to determine why they are charging and to explain the benefits. The Council is concerned that charging students might deter them from applying to college.
- Paul Bielawski (CEPI) provided a demonstration of the MI School Data portal using one of the high schools that a Council member works at. The first report showed the number and percent of this high school's postsecondary enrollment. The second report showed the number and percent of this high school's postsecondary credit accumulation (achieved at least 24 credits) by graduating class. The third report showed the number and percent of this high school's postsecondary remedial coursework taken by graduating class. Paul finished with an update on the next reports to be released.

- **Postsecondary**

- Gail Ives from the Michigan Center for Student Success presented on the National Student Clearinghouse (NSC), which offers to the public Signature Reports that compare data that reveal patterns and insight on students' postsecondary access, persistence, completion and other success outcomes. The NSC also offers to the public Snapshot Reports, which are examinations of national enrollment trends released throughout the year. Benefits of these reports are: 1) they include "invisible" students, 2) student completion tracking goes beyond institutional boundaries, across state lines and over time, 3) persistence is measured anywhere, not just at the starting institution, and 4) college outcomes are broken out by student age at first entry and enrollment intensity.
- Gail then presented statistics provided in the reports, which are more accurate than other conventional reporting. Additionally, community colleges receive credit for the success of students that other traditional graduation rate measures do not. It was suggested that NSC is a national benchmark that Michigan can use to guide our reports. The Council discussed the validity of the NSC reports and how they can be used. Some Council members also mentioned other national reports, such as the

Voluntary System of Accountability's College Portraits that add to the understanding of enrollment, progression and success of students.

- Trina Anderson (CEPI) presented on the status of all reports CEPI is working on, including those that are complete and those in progress. The Council discussed how the current reports can be enhanced and how they would use them. She then presented on proposed reports that could be created at a later time. The Council suggested measures to consider for the proposed reports such as time-to-degree. The Council approved the proposed reports as the next area of focus for CEPI in terms of building postsecondary reports.
- Peter Ruark (Michigan League for Public Policy) discussed statistics on non-traditional students in Michigan and the U.S., highlighting that students do not follow a linear path, so data collection on these students will be effective if we go beyond the linear and drill down to capture more stories like developmental education, such as: 1) persistence and completion of developmental education students and learning when they drop out of school, 2) if students are more successful when developmental education course(s) are taken as a prerequisite or concurrently with for-credit courses, 3) understanding which is more successful—developmental education or adult education, 4) part-time vs. full-time, 5) type of part-time, and 6) variances in persistence and completion in specific programs serving adult learners.
- Peter concluded his presentation with recommendations for a P-20 system, such as: 1) expand the student Unique Identification Code across state systems, 2) collect data that identifies which practices are effective for low-skilled adults, and 3) establish benchmarks that define success for systems serving non-traditional students.
- The Council discussed how to engage the Department of Corrections into the P-20 conversation, which could be aided by the Workforce Development Agency.

- **Workforce**

- Tom briefly mentioned that a memorandum of understanding was signed between the Workforce Development Agency, Unemployment Insurance Agency, Labor Market Information & Strategic Initiatives and CEPI to begin work on cross system data linkages, the workforce longitudinal data system and data sharing.

- Tom asked for the motion to approve the minutes.
- A motion to approve the minutes was made by Glenna Schweitzer.
- The motion was seconded by Laura Schartman.
- The minutes of the meeting held on December 13, 2012 were approved by unanimous consent of the Council.
- Tom briefly covered the agenda for this meeting and the discussion topics.

III. U.S. Department of Education Site Visit – Tom Howell

- The U.S. Department of Education (USED) supported Michigan's efforts to build the statewide longitudinal data system and the grant officer came to Michigan for a site visit on January 31 – February 1, 2013. An important aspect of the federal grant process is the engagement and dialogue between the state team and the federal grant officers. The topics discussed ranged from the project history, governance, research and development. There were also conversations with stakeholders from PK-12, postsecondary and workforce. USED later provided an evaluation in a report.
- According to the report, the strengths of Michigan are:
 - Our ability to partner with Intermediate School Districts, as that is not happening nationally
 - Our partnerships overall
 - Michigan has brought various stakeholders to the table and brought them early, which is commendable

- The partnership with the Michigan Consortium for Educational Research to build research capacity and help CEPI to better understand our postsecondary data and National Student Clearinghouse data
- Our county initiatives for early childhood
- On the MI School Data portal users can create reports on their own and forward them to others via Facebook and LinkedIn
- Sufficient documentation on the project
- The P-20 Advisory Council and the governance structure overall, as well as the various workgroups
- Without a higher education authority in Michigan, we have done a great job getting everyone to the table and working collaboratively to collect and report postsecondary data
- Michigan has an Office of Great Start for early childhood, whereas most states do not
- According to the report, areas for improvement are:
 - Workforce connections
 - Michigan is currently working on this, but USED encourages us to continue to keep working.
 - Metadata
 - Metadata is lacking nationally, so CEPI is not alone in our progress, but should continue to look at helpful tools to aid in the continuation of having adequate metadata.
 - Across-state data sharing to locate our high school students and be able to report on completion rates.
 - Sustainability and the need for sufficient funding outside of the USED grant.
 - Early childhood discussions should continue and progress faster.
 - Training and support on professional development from the P-20 longitudinal data system should continue to improve.
- Tom thanked the Council and a few specific individuals for keeping the data conversation going with CEPI and helping to make the P-20 longitudinal data system successful.
 - The Council complemented CEPI on the efforts done thus far on the P-20 statewide longitudinal data system and the governance structure that is in place.

IV. E-Transcript Surcharge Update – Melissa Bisson (CEPI)

- Melissa recapped on what the Michigan e-Transcript Initiative's challenges are; some high schools are charging their students to send transcripts. At the last meeting the Council recommended that CEPI contact these schools to determine why they are charging and to explain the benefits, as they are concerned that charging students might deter them from applying to college.
- Melissa provided the results of those high school outreaches:
 - Some schools did not know that they were charging students a fee and inquired how they could change this. CEPI provided the steps to change this setting. As a result, three schools removed the fee.
 - Some schools indicated that for older transcripts, this is a manual process to retrieve them and a fee has always been collected for this purpose. As a result, the schools determined that a fee will still be collected.
 - One school is charging current students via the Parchment system to send alumni transcripts, as fees cannot be collected on school grounds for students who come into the office and request that a transcript be sent. As a result, CEPI provided information on how fees for alumni can be collected via the Parchment system (if fees are necessary to retrieve these older transcripts).

- The Council was pleased with the outreaches by CEPI and encourages CEPI to continue to work with high schools as issues like this arise.

V. MSLDS: CEDS v3 Released - Mike McGroarty (CEPI)

- Mike presented to the Council that in January 2013 version 3 of the Common Education Data Standards (CEDS) was released and then provided a recap of what CEDS is (a common data dictionary for elements and metrics that can be applied across different systems). This is an essential step at the national level to help ensure we are defining things the same way when moving across systems and sectors.
- Version 3 includes additions to the early learning, K-12 and postsecondary data elements and expands into adult education and workforce as well as Race to the Top assessments.
- As CEDS grows and develops, institutions will be able to map their local data systems to CEDS and then use that as a bridge to create maps and connections to other systems that are mapped to CEDS. An example was then given on how this can be accomplished:
 - Your institution might map your local data fields to CEDS; similarly, your state Department of Labor (DOL) might map their data fields to CEDS. You could then use CEDS as the intermediary language to work with your state DOL to create post-completion tracking and metrics of your graduates. Additionally, if the DOLs in neighboring states also map their data fields to CEDS, the potential for creating networks of data - all using the same definitions across institutions and even states - becomes available.
- Mike then presented on how CEPI has mapped the Student Transcript and Academic Record Repository (STARR) to CEDS and is doing that map-checking process for all P-12 data from now on.
- Mike finished his presentation by introducing two tools CEDS has for users:
 - CEDS ALIGN allows a user to load an organization's data dictionary and compare it, in detail, to CEDS and the data dictionaries of other users' organizations. Michigan is one of five states to publish maps.
 - CEDS CONNECT is a tool that allows users to find and create "connections" from unit-level data variables to practical applications across the P-20 environment. Essentially, this is a "cookbook" on how to create different standards. CEPI is not there yet, but will be working with this tool more.
- The Council discussed if other data users in Michigan could use this tool, which they can because it is free. A Council member commended CEPI for its efforts in using CEDS and the mapping work that has been done.

VI. Early Childhood: Grant Update – Jeremy Reuter (Office of Great Start)

- Jeremy presented an update on the early childhood data system grant that was submitted. The grant builds on the Race to the Top grant to construct a longitudinal data system and coordinate with an early childhood system. This is a \$22 million grant over a 3.5-4 year span with objectives built into the grant at each year.
- The goal of the system is to be able to link data from early learning to other data (e.g., health and human services) to understand education outcomes and readiness.
- In June the OGS should hear if they receive the funding.
 - The Council provided guidance to perhaps use this Council as a governance body for this work, if needed.

VII. Early Childhood and K-12: Kindergarten Assessment & Future of K-12 Assessments – Dave Judd (Bureau of Assessment and Accountability)

- Dave began by discussing the new online Kindergarten Entry Assessment (KEA) statewide assessment:

- Legislation provided \$3.25 million to implement the KEA
- Must include a system for data entry online and integration/link with the P-20 longitudinal data system
- KEA will assess five domains: 1) math, 2) language/literacy, 3) approaches to learning, 4) social/emotional development and 5) physical well-being/motor development.
- There is a transition to consortiums to help share online assessment costs. Examples include the Smarter Balanced Assessment Consortium (SBAC; a consortium of 25 states), the Dynamic Learning Maps (DLM) and the World Class Instructional Design and Assessment Services Supporting English Language Learners through Technology Systems (WIDA/ASSETS).
- Some content areas will be handled by the consortiums (e.g., math and reading by SBAC) and others by Michigan. The goal is to have the Common Core State Standards be online.
- The SBAC pilot test will take place in spring 2013 with 640 Michigan schools targeted. These schools include those with large populations of English language learners. Six schools from the Upper Peninsula have also been sampled.
- The DLM is a MI-Access (assessment for students with significant cognitive disabilities) consortium. By 2014 the assessment software should be ready for use and in 2015 an evaluation of the system should occur.
- The ASSETS is a consortium for English Language proficiency assessments. In 2015-16 the system should be in full operation and evaluation of the system should happen in fall of 2016.
- There are challenges to moving from paper-based assessments to online assessments. Some of these challenges are related to technology readiness. Examples include:
 - Device readiness
 - Speed/capacity
 - Reliability
- Dave finished his presentation with frequently asked questions and answers such as:
 - What happens if Internet connectivity is interrupted?
 - This varies depending on the solution used, but testing could pause until connectivity is restored and responses will be retained.
 - Do the tests have time limits?
 - No, but the student will have to finish the test during school hours.
 - What standards will the Science interim assessments be aligned to?
 - Michigan grade level content expectations. Once the Next Generation Science Standards are finalized and adopted, the tests will follow a phased transition that is already being planned.
 - What type of test questions can we expect to see on the pilot tests?
 - Technology enhanced, multiple choice and passages depending on the assessment.
 - The Council discussed how the KEA and later assessments can help with kindergarten retention. The Council also talked about how the tests are designed and student experiences with testing.

The Council recessed for a 10 minute break at 3:10 p.m.

VIII. Early Childhood and K-12: Data Needs for CTE Educators--Now and in the Future – Jill Kroll (Office of Career and Technical Education)

- Jill began her presentation with a background on Career and Technical Education (CTE) quick facts. For example:
 - In 2011-12 Michigan had 1,832 secondary CTE programs
 - 115,000+ eleventh and twelfth grade students were enrolled

- 95% of CTE students graduated from high school on time with a regular diploma (compared to 74% nationally)
- Based on a follow-up survey conducted by the OCTE, 95% of CTE students were in postsecondary education, advanced training, employment or military service
- There are three types of secondary CTE students:
 - Participant = enrolled in at least one CTE course as part of a state-approved CTE program
 - Concentrator = obtained a grade of 2.0 or better in courses covering more than 50% of CTE program standards
 - Completer = obtained a grade of 2.0 or better in courses covering 100% of CTE program standards *and* took the state technical skill assessment
- States must report on indicators of CTE student performance according to the Carl D. Perkins Act of 2006, which includes:
 - Reading
 - Math
 - CTE skill proficiencies aligned with industry-recognized standards
 - High school completion
 - Placement in postsecondary education, advanced training, employment or military service
 - Employment in fields of non-traditional for the student's gender (e.g., child care for males and welding for females)
- The most recent version of Perkins (v5.0) adds more reporting for postsecondary enrollment such as enrollment in the second quarter following graduation and who amongst these students found employment or not. Reporting on earnings has also been added. Perkins provides suggestions on how to collect employment data, such as state unemployment insurance reports, wage record interchange system and the federal employment data exchange system.
- Jill discussed CTE reporting challenges for Michigan, which include:
 - Connecting to workforce data accurately without the use of the social security number
 - Collecting data on progress of CTE students throughout the program without common credit assignments
- The P-20 to workforce data connection is important to the OCTE, as students who are not found via the current survey follow-up method are considered "not placed", and success is defined by a placement rate.

IX. Postsecondary: Reverse Transfer Grant – Chris Baldwin (Michigan Center for Student Success, MCSS) and Patty Farrell-Cole (Presidents Council, State Universities of Michigan, PCSUM)

- Due to the time constraint, Chris gave a very brief overview of the Credit When It's Due grant:
 - Michigan applied for a grant to support an initiative to help more students who have transferred from community colleges to four-year colleges/universities complete their associate degree.
 - The grant is designed to encourage partnerships between community colleges and universities to expand programs that award associate degrees to transfer students when the student completes the requirements for that degree while also pursuing a bachelor's degree.
 - There is a cohort study that MCSS, PSCUM, CEPI and the 28 Michigan community colleges and 15 universities will participate in and work collaboratively to provide the data on transfer students.

X. Postsecondary: MI School Data Demo – Paul Bielawski (CEPI)

- Time ran out and Paul did not provide a demo.
- Tom thanked everyone for their contributions.
- The next meeting is scheduled for June 6, 2013.
- 3:57 p.m. meeting adjourn.